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ABSTRACT

Using data obtained from two external evaluators, health assistants, team leaders/coordinators, and migrant pupil service delivery forms, the evaluation examined the supervision services; preservice workshops; whether health education assistants were directly serving migrant pupils and functioning at levels of competence commensurate with their training and skills; inservice programs offered for health assistants; levels of cooperation and communication among health assistants, regional migrant personnel, health and social provider agencies, and private health groups; record keeping and thoroughness of health assistant profiles and records; health education programs in the schools; central Medi-Corps administrative and support services available to team leaders; quality of community involvement by health assistants; supervisors' use of health assistants in compliance with Medi-Corps objectives; appropriateness and quality of health services; performance of health assistants; and actual counts of identified migrant pupils served. Findings included: the program offered a comprehensive experience to the Medi-Corps students in education, social service, and clinical experience; all Medi-Corps students expressed a high level of satisfaction toward their summer experience; exceptional improvement of supervision services for Medi-Corps students in the field; and improvement of the preservice and inservice training programs. This report provides data supporting the evaluation findings, quoting verbatim the external evaluators' reports where appropriate. (NQA)

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MEDI-CORPS EVALUATION REPORT SUMMER 1980

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A COMPONENT OF THE CALIFORNIA PLAN FOR THE EDUCATION OF MIGRANT CHILDREN
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CALIFORNIA MEDI-CORPS
HEALTH ASSISTANT CORPS

SUMMER REPORT, 1980

SUBMITTED JANUARY 1981
TO THE CALIFORNIA STATE DEPARTMENT
OF EDUCATION

RICHARD BACA
INTERIM DIRECTOR OF MIGRANT EDUCATION

BY

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CALIFORNIA MEDI-CORPS - HEALTH ASSISTANT CORPS
1980 SUMMER REPORT

I. SUMMARY OF FINDINGS

Data supporting these findings are contained in the following sections coded to these findings (e.g., data supporting finding 1.0 will be coded 1.0 throughout the report, etc.).

1.0 Exceptional improvement of supervision services for the Medi-Corps students in the field was recorded, as compared with the previous summer (1979). 77% of the health assistants received supervision visits once a week or more frequently, as compared with only 51% during 1979. The average health assistant received 4.39 hours of supervision per week - a level of individualized handling much above the standard for Mini-Corps students. The supervision was found to be of varied and useful quality including supervision in classrooms (health instruction), clinical settings and labor camp environments.

2.0 As evaluated by health assistants, 94% of the team leaders' performance ratings were "excellent" or "good," compared to 68% during the previous summer. External evaluation ratings of "supervision" (i.e., team leader performance) were equally higher, with the majority of team leaders rated as "excellent" for the supervision they provided to their team of health assistants. Summary ratings of program elements by health assistants were largely at "good" levels.

3.0 During the previous summer (1979), 60% of the health assistants rated their preservice training as only "fair" or "poor." A complete restructuring of the preservice training program for 1980 resulted in extraordinary improvement in ratings of usefulness, subject matter, instructors, practicality and the quality of instructional materials. Typical ratings of 90% or more were obtained for "excellent" or "good" quality of the training components. 96% of the health assistants reported that "they received enough information to get started in the classroom." 100% of the health assistants rated the overall week long workshop as "excellent" or "good."

4.0 Health assistants were found, by external evaluators, to be directly serving migrant pupil populations in all cases. The general quality of these services were rated as "excellent." These services included a combination of health presentations (60% of effort expended), social services (30% of workload) and clinical services such as health screenings (10% of effort).

5.0 External evaluators unanimously found that "health assistants were functioning at levels of competence commensurate with their training and skills." All summary ratings by external evaluators for the factor of "health assistant skills" were "excellent" or "good." However, "no differences were noted between experienced and new student work assignments." Future program planning should remedy this since experienced students may not be utilized to their full capacities.

6.0 Inservice training (as different from preservice training reported in item 3.0) received largely "good" ratings from external evaluators - a great improvement over the prior summer (1979), when several team leaders offered no inservice programs and others were rated as "needs improvement." 65% of the health assistants rated their inservice training programs as "excellent" or "good," compared with 40% for the prior year.

7.0 The complex factor of "communication channels" among health assistants, health providers and regional migrant health personnel was rated "excellent" or "good" by all external evaluators. However, the least effective communications link was still identified as that between Medi-Corps health assistants and regional migrant education health personnel.

8.0 General accountability procedures for monitoring health assistant workloads were rated as "excellent" by external evaluators. All programs (i.e., team leaders) maintained assessment methods for guiding and examining the professional growth of their health assistants. External evaluators reported that evidence of record keeping was "timely and efficient."

9.0 Beginning in 1978, the management of California Mini-Corps/Medi-Corps adopted a policy of converting the Medi-Corps Program from a largely clinical one to a health education delivery system. During 1979, this transition undoubtedly caused much resentment and frustration for students. This past summer (1980), the transition appears to be substantially achieved. All external evaluators rated the overall health education component as "excellent." Both "teaching techniques" and "health instruction content" were rated as "excellent." This finding clearly indicates the change in program direction and establishes that Medi-Corps students are fully capable of, and motivated to render health education instructional services to migrant children in the classroom. Moreover, 60% of total effort (e.g., time expended by health assistants) was devoted to actual health instruction, (refer to 3.0).

10.0 External evaluators unanimously indicated that "support services were available to team leaders from central Medi-Corps administration . . . and that administrative communications were timely." A problem was identified concerning knowledge of closing dates for programs.

11.0 External evaluators found, without exception, that "the team leaders stressed the importance of community involvement of health assistants . . . that home visits were periodically conducted . . . that migrant pupils were directly benefiting from these activities . . . and that parents were very receptive to these activities."

12.0 All supervisors were in compliance with Medi-Corps objectives and "periodically evaluated and advised their health assistants," according to the external evaluators.

13.0 Given that Medi-Corps services have been redirected toward health education objectives, we would expect to find fewer clinical health services offered. Such services were very limited at some locations. However, where the regional migrant health officials conducted organized programs, the Medi-Corps health assistants were fully utilized in such activities as inoculation clinics, health screening clinics or dental services. Where offered, external evaluators tended to rate the services as "good."

14.0 Performance of the health assistants tended to be rated "good" to "excellent" in most categories by their supervisors. Some of the most highly rated factors (i.e., "good" and "excellent" ratings = 90%) were the following: "effectiveness as an interpreter between clinical staff and Spanish speaking parents"; "effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies"; "interest and sincerity in providing ideas, opinions at inter agency and camp council meetings"; or, "general knowledge of health education." A comparatively lower rating was obtained for "knowledge and use of teaching methods related to health education" with 30% of the health assistants rated below the "good" level. 84% of the health assistants were rated "above average" or "outstanding" in overall performance.

15.0 During seven average weeks of field service, 70 health assistants provided varied health services to 10,150 verified migrant children. They also provided an additional undetermined amount of translation and health referral services for the parents and families of these children. The services included presentation of prearranged health curriculums, health screenings, inoculation clinics, dental care, medical referral or translation services for the obtaining of community health services.

II. SUPPORTING DATA

The data supporting the findings reported in part I were derived from the following sources:

1. Two external evaluators, Dr. Freda Fisher and Mr. Jose De Anda, visited all of the 6 regional Medi-Corps programs and filed monitor and evaluation written reports. These reports are quoted verbatim in the appropriate sections of these data arrays.

2. Health assistants participated in the evaluation of their team leader and the overall program through written evaluation forms designed for this purpose. The findings appear below.

3. Accountability data was collected in the form of migrant pupil service delivery forms.

4. All health assistants were evaluated on their performance by their team leaders.

1.0 Supervision Services Provided To Health Assistants:

1.1 On the average, team leaders visited work sites, as shown for 66 health assistants, as follows (data source - end of summer evaluation reports):

Less than once a week	= 15	health assistants
Once a week	= 30	health assistants
Twice a week	= 8	health assistants
More than twice a week	= 13	health assistants

1.2 Estimates of average hours of supervision received by each health assistant are as follows:

Classroom observation	= 6.31	hours per health assistant
Clinical supervision	= 10.42	hours per health assistant
On site labor camp supervision	= 8.95	hours per health assistant
Other (usually counseling)	= 8.48	hours per health assistant
Total	34.16	hours per health assistant

or

Each health assistant received an average 4.39 hours per week of varied supervision. This compares to a 1 hour per week expected standard.

1.3 The total weeks worked by health assistant equaled 7.78 weeks on the average.

2.0 Team Leader Patings:

2.1 Number of Medi-Corps team leaders = 6, rated by number of health assistants = 62

MEDI-CORPS TEAM LEADER RATING FORM
SUMMER 1980

RESPONSE CODE: SA = STRONGLY AGREE A = AGREE N = NEITHER AGREE OR DISAGREE D = DISAGREE SD = STRONGLY DISAGREE NA = DOES NOT APPLY

	SA	A	N	D	SD	NA
1. I have become more competent due to my experience in Medi-Corps this summer.	48%	45%	5%	2%		
2. I have increased my overall knowledge of migrant children and their families.	54%	39%	7%			
3. I feel challenged professionally by my work with Medi-Corps.	29%	56%	8%	3%	3%	
4. The team leader presented useful advice and consultation.	42%	47%	6%		5%	
5. The team leader encourages students to express opinions.	50%	39%	6%		5%	
6. The team leader is receptive to new ideas and others' viewpoints.	45%	44%	6%		3%	
7. The team leader's directions are easy to understand.	39%	55%	5%		2%	
8. The team leader provides us with good ideas to use in our field work.	39%	39%	21%	2%		
9. My team leader was an important contributor to the success of the program.	40%	37%	18%	2%	2%	
10. My team leader provided adequate supervision.	31%	47%	16%	5%	2%	
11. The team leader was knowledgeable about health care and health education.	31%	39%	23%	5%	3%	

12. I rate this team leader as follows:	E	G	F	NI	P	--
	55%	39%	5%	2%		

E = Excellent G = Good F = Fair NI = Needs Improvement P = Poor

2.2

CALIFORNIA MEDI-CORPS
CHECKLIST EVALUATION OF TEAM LEADER/COORDINATOR BY EXTERNAL EVALUATORS
N = 6 TEAM LEADERS

	High Consistently Meets or Exceeds Standards	Acceptable Meets All Standards	Some Improvement Needed* Meets Most Standards With Some Improvement Needed	Unacceptable* Must Improve Performance
1. Implements all policies, directives and contractual agreements issued by Medi-Corps relating to summer/year round school programs.	6			
2. Assumes weekly responsibility for the supervision of 20 health students in all of their service-related activities, including classroom health instructional tasks and clinical tasks.	6			
3. Assesses the quantity and quality of work performed by Medi-Corps students by requiring and reviewing and approving Weekly Work Logs and by completing evaluations of all Medi-Corps students at such times and in such form as may be required by Medi-Corps.	6			
4. Monitors the appropriateness of the job placements of all Medi-Corps students and recommends to the director any changes in location or work stations as may be indicated by deficient student performance or by any other inappropriateness of a given student's assigned work station.	6			
5. Communicates and distributes all Medi-Corps materials and information to school district personnel, Medi-Corps students and Regional Migrant Office personnel. Explains all Medi-Corps program policies and components to interested parties. Acts as the primary liaison person between Medi-Corps and local education agencies in which Medi-Corps students are assigned.	6			

CALIFORNIA MEDI-CORPS
CHECKLIST OF EVALUATION OF TEAM LEADER/COORDINATOR
Page 2

	High Consistently Meets or Exceeds Standards	Acceptable Meets All Standards	Some Improvement Needed* Meets Most Standards With Some Improvement Needed	Unacceptable* Must Improve Performance
6. Renders advice and consultation to Medi-Corps students and participating MIST health educators concerning curriculum matters, child development and the needs of migrant children. Provides curriculum.	4	2		
7. Participates in group planning and evaluation meetings and offers recommendations for improvement of all aspects of the Medi-Corps Program.	5	1		
8. Makes periodical field visitations and confers with supervising teachers concerning the performance of Medi-Corps students and the development and implementation of approved programs for migrant pupils.	5	1		
9. Offers an inservice training program appropriate to the needs of the health assistants which includes course content on health education and clinical procedures.	4	2		
10. Demonstrates a level of professional performance which serves as an example (i.e., "role model") for the health assistants.	6			
11. Possesses the technical expertise necessary to render direct advice to the health assistants on matters of health curriculum and clinical services.	4	2		

* Explanations required on separate sheets along with recommendations for improvement.

2.3 Summary ratings collected at end of summer from 63 health assistants:

FACTORS TO BE EVALUATED	NUMBER	EXCELLENT	GOOD	FAIR	POOR	DOES NOT APPLY
1. The quality of my classroom experience	63	37%	43%	16%	3%	2%
2. The quality of my camp experience	60	23%	15%	8%	2%	52%
3. The quality of my clinic experience	61	30%	28%	11%	16%	15%
4. The quality of my experience working with parents	62	40%	40%	16%	2%	2%
5. The supervision I received from my team leader	63	35%	54%	8%	3%	
6. The supervision I received from my classroom teacher, nurse, principal (circle)	63	38%	32%	14%	6%	10%
7. The overall quality of the inservice training I received this summer	63	19%	46%	33%	2%	
8. Overall effectiveness of this Medi-Corps program in meeting the local needs of migrant children in our area	61	34%	48%	16%	2%	
9. Support, advice and services Medi-Corps provided to migrant families in your community	63	30%	51%	16%	2%	2%
10. Effectiveness of your home visitations	63	48%	40%	5%		8%
11. Cooperation from local migrant education personnel	61	46%	33%	16%	2%	3%
12. Quality of housing	62	26%	42%	21%	6%	5%
13. Proximity of housing to work site	62	31%	24%	21%	21%	3%

3.0 Preservice Workshop Ratings:

The foregoing information is a compilation of data from two institutes presented in Fresno, California to Medi-Corps students. These data are to be seen as an indication of how students perceived the materials, instructors, practicality, etc., of each of the workshops on a scale of 1-5. The number of students reporting attending the workshops stayed pretty near average; however, it did range from 75-78. This variation was taken from the students' own information, i.e., they noted "did not attend." For the sake of simplicity and practicality, the percentages were rounded off to the nearest percent; thus, at times the totals may be + or - one percent. In either case, the raw numbers are included in the data.

The Medi-Corps students attended some of the "Mini-Corps" workshops (which were also presented by Medi-Corps team leaders) and attended all or most of the Medi-Corps workshops. The students' "prior" years in Medi-Corps did not vary greatly:

Prior Years in Medi-Corps
N = 78

4 or more years: 0% N=0	3 years: 4% N=3
2 years: 13% N=10	1 year: 22% N=17
0 years: 54% N=42	Didn't check: 8% N=6

Henceforth are the findings of the "General Evaluations of Workshops":

5 = Excellent, outstanding

4 = Good quality, high

3 = Average quality

2 = Fair quality, needed improvement

1 = Low quality, poor

H.A.P.

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=47% N=36	5=50% N=38	5=50% N=38	5=50% N=38	5=50% N=38
4=46% N=35	4=45% N=34	4=42% N=32	4=45% N=34	4=42% N=32
3= 7% N= 5	3= 5% N= 4	3= 8% N= 6	3= 5% N= 4	3= 8% N= 6
2= 0% N= 0	2= 0% N= 0	2= 0% N= 0	2= 0% N= 0	2= 0% N= 0
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=76	100% N=76	100% N=76	100% N=76	100% N=76

HEALTH EDUCATION CURRICULUM

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=41% N=31	5=45% N=34	5=45% N=34	5=41% N=31	5=43% N=32
4=53% N=40	4=51% N=38	4=45% N=34	4=51% N=38	4=52% N=39
3= 5% N= 4	3= 4% N= 3	3= 9% N= 7	3= 7% N= 5	3= 4% N= 3
2= 0% N= 0	2= 0% N= 0	2= 0% N= 0	2= 1% N= 1	2= 1% N= 1
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=75	100% N=75	100% N=75	100% N=75	100% N=75

DENTAL CARE/PREVENTIVE DENTISTRY

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=45% N=35	5=47% N=37	5=51% N=40	5=50% N=39	5=41% N=32
4=49% N=38	4=49% N=38	4=40% N=31	4=44% N=34	4=38% N=30
3= 6% N= 5	3= 4% N= 3	3= 8% N= 6	3= 5% N= 4	3=13% N=10
2= 0% N= 0	2= 0% N= 0	2= 1% N= 1	2= 0% N= 0	2= 6% N= 5
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 1% N= 1	1= 1% N= 1
100% N=78	100% N=78	100% N=78	100% N=78	100% N=78

LEGAL ASPECTS

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=42% N=32	5=39% N=30	5=39% N=30	5=40% N=31	5=34% N=26
4=49% N=38	4=48% N=37	4=47% N=36	4=51% N=39	4=45% N=35
3= 8% N= 6	3=12% N= 9	3=14% N=11	3= 8% N= 6	3=19% N=15
2= 1% N= 1	2= 1% N= 1	2= 0% N= 0	2= 1% N= 1	2= 1% N= 1
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=77	100% N=77	100% N=77	100% N=77	100% N=77

FIRST AID

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=76% N=47	5=74% N=46	5=69% N=43	5=73% N=45	5=61% N=38
4=24% N=15	4=24% N=15	4=27% N=17	4=24% N=15	4=35% N=22
3= 0% N= 0	3= 1% N= 1	3= 3% N= 2	3= 0% N= 0	3= 0% N= 0
2= 0% N= 0	2= 0% N= 0	2= 0% N= 0	2= 3% N= 2	2= 3% N= 2
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=62	100% N=62	100% N=62	100% N=62	100% N=62

CPR

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=100% N=14	5=100% N=14	5=100% N=14	5=93% N=13	5=86% N=12
4= 0% N= 0	4= 0% N= 0	4= 0% N= 0	4= 7% N= 1	4= 7% N= 1
3= 0% N= 0	3= 0% N= 0	3= 0% N= 0	3= 0% N= 0	3= 7% N= 1
2= 0% N= 0	2= 0% N= 0	2= 0% N= 0	2= 0% N= 0	2= 0% N= 0
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=14	100% N=14	100% N=14	100% N=14	100% N=14

HEALTH CAREERS

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=29% N=22	5=32% N=24	5=39% N=30	5=37% N=28	5=41% N=31
4=49% N=37	4=43% N=33	4=41% N=31	4=39% N=30	4=29% N=22
3=14% N=11	3=21% N=16	3=13% N=10	3=16% N=12	3=18% N=14
2= 7% N= 5	2= 4% N= 3	2= 7% N= 5	2= 5% N= 4	2=12% N= 9
1= 1% N= 1	1= 0% N= 0	1= 0% N= 0	1= 3% N= 2	1= 0% N= 0
100% N=76	100% N=76	100% N=76	100% N=76	100% N=76

OVERALL EVALUATION

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=45% N=35	5=42% N=32	5=49% N=38	5=48% N=37	5=36% N=28
4=51% N=39	4=55% N=42	4=45% N=35	4=47% N=36	4=55% N=42
3= 4% N= 3	3= 4% N= 3	3= 5% N= 4	3= 5% N= 4	3= 8% N= 6
2= 0% N= 0	2= 0% N= 0	2= 0% N= 0	2= 0% N= 0	2= 1% N= 1
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=77	100% N=77	100% N=77	100% N=77	100% N=77

BASIC TEACHING TECHNIQUES

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=40% N=31	5=35% N=27	5=45% N=35	5=44% N=34	5=36% N=28
4=39% N=30	4=45% N=35	4=42% N=32	4=35% N=27	4=38% N=29
3=17% N=13	3=17% N=13	3=13% N=10	3=19% N=15	3=25% N=19
2= 4% N= 3	2= 3% N= 2	2= 0% N= 0	2= 1% N= 1	2= 1% N= 1
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=77	100% N=77	100% N=77	100% N=77	100% N=77

CLASSROOM MANAGEMENT

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=30% N=23	5=30% N=23	5=30% N=23	5=30% N=23	5=26% N=20
4=38% N=29	4=43% N=33	4=42% N=32	4=43% N=33	4=34% N=26
3=22% N=17	3=22% N=17	3=25% N=19	3=22% N=17	3=35% N=27
2= 9% N= 7	2= 5% N= 4	2= 3% N= 3	2= 5% N= 4	2= 5% N= 4
1= 1% N= 1	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=77	100% N=77	100% N=77	100% N=77	100% N=77

COMMUNICATIONS

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=35% N=28	5=34% N=27	5=49% N=39	5=36% N=29	5=38% N=30
4=51% N=41	4=49% N=39	4=44% N=35	4=54% N=43	4=41% N=33
3=13% N=10	3=16% N=13	3= 7% N= 6	3=10% N= 8	3=20% N=16
2= 1% N= 1	2= 1% N= 1	2= 0% N= 0	2= 0% N= 0	2= 1% N= 1
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=80	100% N=80	100% N=80	100% N=80	100% N=80

OVERALL EVALUATION

Usefulness	Subject Matter	Instructors	Practicality	Materials
5=32% N=25	5=31% N=24	5=38% N=29	5=36% N=28	5=34% N=26
4=55% N=42	4=58% N=45	4=57% N=44	4=55% N=42	4=52% N=40
3=12% N= 9	3= 9% N= 7	3= 5% N= 4	3= 8% N= 6	3=13% N=10
2= 1% N= 1	2= 1% N= 1	2= 0% N= 0	2= 1% N= 1	2= 1% N= 1
1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0	1= 0% N= 0
100% N=77	100% N=77	100% N=77	100% N=77	100% N=77

Health Activity Project
(H.A.P.)

1. Was time alloted enough?

   Yes = 76% No = 24%

2. Have you had this material before?

   Yes = 8% No = 93%

3. Would you like to see this workshop expanded in the Saturday workshops?

   Yes = 77% No = 23%

4. Do you feel you received enough information to get you started in the classroom?

   Yes = 96% No = 5%

5. Overall, how would you rate this workshop?

   Excellent = 56% Good = 44% Fair = 0% Poor = 0%

6. Do you feel this workshop should be repeated next year to new Medi-Corps students?

   Yes = 99% No = 1%

Health Education Curriculum

1. Was time alloted enough?

   Yes = 67% No = 32%

2. Have you had this material before?

   Yes = 19% No = 81%

3. Would you like to see this workshop expanded in the Saturday workshops?

   Yes = 65% No = 34%

4. Do you feel you received enough information to get you started in the classroom?

   Yes = 89% No = 10%

5. Overall, how would you rate this workshop?

   Excellent = 50% Good = 44% Fair = 3% Poor = 0%

6. Do you feel this workshop should be repeated next year to new Medi-Corps students?

   Yes = 96% No = N/A = 3%

4.0 Are health education assistants directly serving migrant pupils? Yes=12 No=0. What are approximate weekly migrant pupil workloads? Observe and comment upon types of clients served by this health assistant group. Comment upon (any) problems caused by the lack of or difficulty in obtaining identification numbers for the migrant pupils served.

External Evaluator Comments:

"The Medi-Corps students in this region were assigned to schools where migrant children had already been identified. They related to approximately 60-100 migrant children each week. The team leader used an intelligent and diplomatic approach with the site supervisors in describing expectations and responsibilities for Medi-Corps students."

"Since Medi-Corps students were living at migrant camps, their workload was extended through the evenings so as to be able to serve the migrant population. The services were geared towards the migrant and farmworker students at the schools and at the camps. The approximate proportion of adults to children served by this group was 20/80 and the approximate proportion of migrant to farmworkers was 90/10. One of the problems expressed by the Medi-Corps students in regards to looking up identification numbers was the inordinately long time it took them to find the identification numbers for documenting services. The net effect was time loss in carrying out other functions that the students thought were more important; such as, translating, delivering services and developing linkages to outside agencies for camp residents."

"All the Medi-Corps students in this region were assigned to schools in the area. Migrant children were involved in summer programs and the emphasis was on health teaching and prevention of illness."

"The workload is a combination of health presentations, social services and health screenings--the proportion is 60%, 30% and 10% respectively.

The proportion of adults to children is 20/80 and migrant to farmworkers is 85/15.

Medi-Corps students spent a large percentage of their time in the school looking up identification numbers. Also, some of the pupils that received dental treatments did not have identification numbers."

"Migrant children appeared to be the entire focus. They were served by the health presentations made in the schools and after closure of such programs, Medi-Corps student services were utilized in clinical placement when possible."

"The population that Medi-Corps students are serving are mostly migrant (90%) and farmworkers (5%), and the proportion of adults to children is 5% and 95% respectively.

The problem in terms of looking up identification numbers is the time the Medi-Corps students can use in providing other services."

"Medi-Corps students were assigned to both schools and migrant camps. Migrant children were being well served. Some home visits were made but the emphasis was placed upon the migrant children."

"The workload for Medi-Corps students is divided about evenly in classroom presentations, clinical experience in community clinics and providing social services to pupils and their families. The Medi-Corps students serve mostly migrant (90%) and farmworkers (5%), and the proportion of adults to children is about 15% to 85%."

Target Client Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	11	1	0	0

5.0 Are health education assistants functioning at levels of competence commensurate with their training and skills? Yes=12 No=0. Assess and comment upon the efficiency and effectiveness of the work performed by health assistants. Do first year students have essentially different workloads from experienced students?

External Evaluator Comments:

"The Medi-Corps students assigned to this region demonstrated a high degree of resourcefulness in obtaining materials needed to do the health teaching. Assignments seemed the same."

"The weekly logs helped students plan their activities more efficiently and effectively.

The students are highly motivated and committed to provide better services to the migrant/farmworker children and adults.

The Medi-Corps students enthusiasm coupled with their background and skills produces a high quality work performance.

First and second year students had the same workload."

"The Medi-Corps student observed doing health teaching on nutrition was excellent. There were approximately 40 migrant children. They were actively involved in the presentation and he was very knowledgeable of subject area."

"This group is highly efficient and effective in carrying out its duties. The Medi-Corps students are motivated and committed to health education and the delivery of health services to the migrant population."

"Medi-Corps students verbalized the importance of health care teaching as encouraged by the team leader, but would have liked more clinical experiences. Second year students drew upon their experience in being supportive to first year students. Differences in workloads not determined."

"This is a highly motivated and committed group that carries out an effective and efficient workload. Foremost, the group is well trained and disciplined to deliver health care services and conduct health presentations as well.

There is no difference in terms of workload between experienced students and new students."

"This group is well educated and sophisticated. Their bilingual and bicultural abilities are excellent. The group is well prepared, committed and cooperative with each other which facilitates an effective and efficient delivery of services.

There is no difference in work assignment between experienced students and new students."

"The Medi-Corps student services were used for health teaching but much time was spent in reading records and identification of migrant children, other regions had health aide clerks performing this task. The team leader was required to work within the specific policy of the health coordinator and it is a tribute to the team leader's interpersonal skills that he was able to do so."

"The Medi-Corps students in this region have the opportunity to do both health teaching in a classroom setting and also a clinical setting, thus maximizing the services to migrant children. Did not observe differences in assignments."

Health Assistant Skills Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	9	3	0	0

6.0 Describe inservice (e.g., workshops) programs offered for health education assistant by team leader/coordinator. Are such workshops adequate for meeting the needs of the health assistants and migrant pupils they serve? Are objectives for workshops formulated? Does team leader evaluate effectiveness of training? (Sources: Obtain copy of workshop schedule from team leader/coordinator; interview students.)

External Evaluator Comments:

"Students perceived the workshops as adequate but stated that they would like more emphasis on Medi-Corps content, such as patho-physiology. The team leader reinforced the objectives of Medi-Corps in putting the emphasis on health teaching and prevention of illness."

"The inservice workshops were excellent. This group was one of the first ones to have an inservice workshop. The first workshop was on 'nuts and bolts' approach regarding the requirements and mandates of the Medi-Corps program. More importantly, however, was the 'hands on' approach regarding curriculum and techniques to use in the classroom setting. Another workshop on the effects of pesticides was given and was informative and useful for both Medi-Corps students and pupils.

The objectives of the workshops were delineated at the beginning of the program and the usefulness of the workshops were evaluated at the end of the program."

"The students interviewed stated that the workshops and orientation were satisfactory and felt confident in teaching methodology but would have liked greater emphasis on disease processes specific to migrant families."

"The workshops that were presented were 1) how to conduct health presentations and sharing material and information among Medi-Corps students, and 2) inservice students on the logistics for health screenings.

The workshops were adequate and useful for both students and pupils.

Yes, objectives for the workshops were developed as well as an evaluation form."

"Medi-Corps students reported that orientation and workshops were adequate even though focused toward Mini-Corps students. In addition to teaching techniques, more on disease processes would be helpful."

"Inservice workshops and orientation were apparently adequate. More emphasis on patho-physiology, symptoms of disease processes, particularly those that migrant families may be vulnerable to would be helpful. Team leader very effective in fairly evaluating student performances."

"The workshops and orientation were perceived by the Medi-Corps students as adequate, more emphasis on disease processes specific to migrant workers would be helpful. CPR as a pre-requisite could be considered."

"The workshops that were carried out were held during one weekend. The workshop topics were requested by the Medi-Corps students. One workshop was on the resources of the area and the other workshop was on the logistics for screenings, CPR and first aid.

Objectives are outlined and the effectiveness of the workshop evaluated at the end of the presentation."

<u>Inservice Training Summary Ratings</u>:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	4	8	0	0

7.0 Assess levels of cooperation and communication which exist among health assistants, regional migrant personnel, health and social provider agencies, and private health groups (e.g., cancer or handicapped societies). Does team leader promote inter-agency cooperation/referral? Are health assistants able to locate services/resources for meeting health needs of migrant pupils served? Are effective communications maintained with camp managers?

External Evaluator Comments:

"Communication channels are open and direct between the team leader, school personnel and the students assigned. Inter-agency cooperation is promoted by the perseverance of the team leader. The efforts in planning for the dental van and the clinic was evident. Referrals were appropriate and continuity of care for the migrant pupils was demonstrated."

"The first week at the camps the Medi-Corps students familiarize themselves with the agencies and organizations in their respective communities.

Medi-Corps students know where the resources are at and how to use them. There has been close cooperation between this group and Mini-Corps.

Yes, the team leader encourages open communication and cooperation among students and between agencies and this group. However, communication with regional migrant personnel needs to be improved.

The camp managers know who the Medi-Corps students are and appreciate the function they serve at the camps."

"Medi-Corps students are familiar with the resources that exist in the community.

The team leader does encourage open communication and cooperation among students and between agencies and the Medi-Corps students."

"The school personnel were very positive in evaluating the effectiveness of Medi-Corps students. Channels of communication were open and both Medi-Corps students and the team leader were well received indicating good organization with site supervisor participation in the pre-planning."

"The level of cooperation and communication among Medi-Corps students was extremely well developed.

Cooperation with regional migrant personnel did not exist because the position was vacant.

Medi-Corps students are familiar with the resources in the area.

Good effective communications are maintained with camp managers."

"The team leader's organizational ability and interpersonal skills were apparent in pre-planning with regional migrant personnel and community agencies. The students demonstrated a high degree of knowledge concerning community resources for referrals and continuity of services for migrant children."

"Medi-Corps students have good communication among themselves and the health and social provider agencies in the communities. Although communication is good with regional migrant personnel, there is a difference of opinion regarding the role the Medi-Corps students should undertake in the delivery of health services. On the one hand, migrant regional personnel only want Medi-Corps students to carry out the canvassing and at the most participate in screenings as translators. On the other hand, Medi-Corps students want not only to carry out the canvassing but be full participants of the actual screenings.

Yes, the team leader was able to develop and promote inter-agency cooperation/referrals.

Yes, effective communications were maintained with camp managers."

"There was evidence of pre-planning with the participation of the health coordinator and her staff. The team leader promoted inter-agency cooperation in spite of the strong opinions and rigidity of the health coordinator. Medi-Corps students did receive an educational experience and migrant children were well served."

"This team leader is educated as a physician's assistant and this background serves him very well in planning and implementing the educational objectives for Medi-Corps students. It also serves him well in relating to the staff of community health care agencies in providing health care services to migrant children. There seems to be a good system of referral and follow up for continuity of client care."

Organization Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	8	4	0	0

8.0 Study record keeping and comment on thoroughness of health assistant profiles and records. Are worklogs collected, analyzed and utilized for the supervision of student workloads in a timely fashion to insure that student workloads meet objectives and requirements of the Medi-Corps program? Are checklist evaluations used to guide the professional growth of the student? Yes=12 No=0. (Sources: Review team leader/coordinator records, files; interview team leader/coordinator, students; ask teachers if they obtained copies of student evaluation forms and instructions.)

External Evaluator Comments:

"There was evidence of organization and planning. Student experiences were documented and migrant children were well served both in health teaching and the help provided to the dental clinic personnel in providing treatment and care."

"The record keeping was timely and efficient."

"Medi-Corps students shared both schedules and lesson plans developed for health presentations. They demonstrated a good grasp of expectations for the program and were serious about the responsibility of helping migrant children."

"Principals and teachers interviewed where there had been Medi-Corps students assigned were complimentary about the 'effectiveness' and 'dedication' of students and the positive impact on the health care services to migrant children."

"Medi-Corps students were well aware of objectives and intent of program, as were community agencies. The team leader documented appropriately and spent time with students in preventing and solving problems."

"The record keeping for this group is comprehensive. However, some teachers did not receive evaluation forms and instructions."

"Team leader was well organized, documented appropriately and utilized program objectives as guidelines in both his own performance and those of Medi-Corps students."

"This team leader grew up in the area, was educated in local schools and was a Medi-Corps student. This is perceived as a decided advantage. He realizes the advantages of documentation in organizing the placement of Medi-Corps students for maximum service to migrant children in this county."

"The record keeping was thorough and comprehensive. In one case, however, few students had run out of weekly log forms and were waiting to receive them.

School personnel had all the pertinent information on a timely basis regarding the program. However, one school did not receive notification of being chosen as one of the schools to be used in the summer program until the student arrived."

Accountability Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	9	3	0	0

9.0 Assess the health education programs conducted in the schools. List the health education units actually observed in use. Estimate the quality of the teaching techniques applied by the health assistants. Estimate the quality of the content of the health instruction provided to the migrant pupils by the health assistants.

External Evaluator Comments:

"The workshops were apparently helpful but, in addition, students demonstrated a lot of initiative in contacting community health agencies for resources."

"Made good use of audio visual aides."

"Quality observed was outstanding, teaching strategy excellent--made good use of the blackboard."

"Students demonstrated knowledge of health content and skill in presenting same."

"Medi-Corps students did a good job of explaining procedure to migrant child, thus alleviating some anxiety."

"Some of the audio/visual aides created by Medi-Corps students were impressive. The Medi-Corps students questioned seemed knowledgeable of health subject matter."

"Teaching techniques were well learned and used. Creativity in developing materials was impressive."

"These students were very knowledgeable in health science content and did very well in presentations. The emphasis was upon prevention of disease, good nutrition and dental hygiene was stressed."

"Students verbalized appropriate techniques in hypothetical situational questions."

"Students interviewed seemed very knowledgeable in health science content, eager and enthusiastic about working with migrant children. Positive and complimentary comments were made by school personnel regarding Medi-Corps student contribution."

"Positive results as reported by school personnel."

"The students made use of school resources such as films, puppets, chalkboards, etc. in teaching dental hygiene and nutrition. This was well received by migrant pupils."

Teaching Techniques Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	11	1	0	0

Health Instruction Content Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	12	0	0	0

Health Education Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	12	0	0	0

10.0 Are central Mini/Medi-Corps administrative and support services available to team leader/coordinator for problem solving, crisis intervention, or advice? Yes=12 No=0. Are communications timely? Yes=12 No=0. Do unsolved problems and unanswered questions persist? Yes=2 No=10. (Sources: Interview team leader/coordinator.)

External Evaluator Comments:

"Geographically, in this region the team leader has easy access to the main administrative offices of Medi-Corps communication and relationships seem easy and comfortable."

"The unanswered question was how long the summer program was going to last in this region."

"The team leader seemed comfortable with the support from the administrative staff."

"The team leader verbalized no complaints and administrator was in attendance at time of local visits, helping team leader organize dental van for dental screening and treatment."

"Communication channels are open and administration does seem receptive to suggestions. Keeping the same program, director will add stability to the program. A budget to include audio/visual aides' mileage reimbursement and/or availability of rental cars might be considered."

"The duration of the program was not specified to the team leader nor if he was to supervise other transfer students if the program was extended."

"The unanswered question pertained to the exact date of program termination."

"Team leader seemed to have open communication channels with the director of the Medi-Corps program. The administration seemed supportive. Mileage reimbursement to Medi-Corps students and/or rental car availability for team leader could perhaps be considered."

"This team leader seems comfortable with the channels of communication and was visited appropriately by administrative staff as needed. Continuity of planning and implementing future programs will be enhanced by retaining the same director."

Administrative Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	7	5	0	0

11.0 Assess the quality of community involvement by Medi-Corps health assistants. Does the coordinator/team leader stress the importance of community involvement? Yes=12 No=0. Comment. Are home visits made? Yes=12 No=0. Are parents receptive? Are pupils benefiting from home visits? Include comments on "social services" provided by health assistants such as translation, referrals to social service and health agencies, etc. Comment upon and rate (any) parent education activities conducted.

External Evaluator Comments:

"Students reported that when parents were involved, they were very receptive to health teaching. Referrals for follow up and further treatment as indicated were made as a result of the dental screening program, thereby providing for continuity of care for migrant children. In some instances, Medi-Corps student services were used as translators."

"Medi-Corps students have a genuine interest in seeing efficient and effective services delivered to the camp residents as well as to farmworkers. The team leader reinforces student commitment by facilitating services to needy communities.

Yes, parents are receptive to home visits.

Pupils benefit from home visits because the parents are the ones that carry out the enforcement of the health education classes conducted by Medi-Corps students in the classroom setting.

In the evenings many camp residents seek assistance and advice in translations and referrals to social service agencies.

Nutrition and dental presentations were conducted by Medi-Corps students for the camp residents."

"The students had obviously been encouraged to utilize community resources, thereby maximizing services to migrant children. Their obvious knowledge of community services was impressive. Some had borrowed audio/visual aides to enhance presentations."

"Medi-Corps students were able to develop effective community linkages with community organizations and agencies.

This group did an excellent job in carrying out parent education activities. Medi-Corps students showed films, made nutrition presentations and provided information on social services and health care service agencies to the parents.

Pupils are benefiting from home visits because the family is the monitor of the health education instructions."

"In the Buena Vista Camp, students reported that families of migrant children were involved as necessary with referrals and follow up resulting from dental screening. Continuity of health services seemed very satisfactory."

"The team leader does stress community involvement and demonstrates the patience needed to teach problem solving to Medi-Corps students. The use of community agencies is stressed in providing continuity of services to migrant families."

"Yes, parents are receptive to home visits.

Yes, pupils are benefiting from home visits because the child as part of the family unit can then be monitored to carry out the health education recommendations made by Medi-Corps students. Also, the family as a whole benefits by the Medi-Corps students health education recommendations.

This group provided an extraordinary amount of social services to the migrant camp population; such as, translations and referrals to social services and health agencies."

"The higher rate of parent education activities took place with those Medi-Corps students placed at migrant camps. The Medi-Corps students that were stationed only in schools conducted two parent education activities."

"Both the team leader and the Medi-Corps students see a need for more migrant family involvement. With limited time and limited resources available, the students are performing well. Community agency participation as a resource is encouraged by team leader."

"Parent education is stressed but is not as possible in the school placement as in the regions where Medi-Corps students live in the camps. However, the family dynamics were included."

Community Services Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	11	1	0	0

12.0 Do the supervisors use the health assistants in compliance with Medi-Corps objectives? Yes=12 No=0. Do they evaluate and advise students periodically? (Sources: Field observations; interview supervisors, students, principals.) Your overall impression of the team leader performance should be reflected in this rating (include separate summary rating of team leader performance.)

External Evaluator Comments:

"Medi-Corps student services were utilized appropriately, but it took consistent monitoring by the team leader who did a fine job of explaining the objectives and intent of the program to one particular principal. The team leader's fine interpersonal skills were well demonstrated."

"This team leader is knowledgeable on the role and function of migrant education as it relates to Medi-Corps. The team leader knows the requirements and mandates of the Medi-Corps program and carries them out. The team leader has a good relationship with her students, agencies and supervisorial staff. Students are counseled on a regular basis by team leader as well as by supervisors."

"The team leader's encouragement, supervision and guidance was reflected in the students' enthusiasm for working with migrant children. The resources in this area seemed more available than in other regions."

"Yes, supervisors and team leader advise students periodically.

This team leader is experienced in supervising the program and is familiar with the area. The team leader is an instructor in one of the local schools and knows the community. The team leader has an excellent rapport with Medi-Corps students."

"Team leader's counseling skills serve him well in providing support and supervision to Medi-Corps students as well as eliciting cooperation from community agencies."

"The team leader demonstrated compliance with Medi-Corps objectives, helped Medi-Corps students, eager to gain clinical experience, to see that health teaching was basic to practice and, therefore, a priority in providing services to migrant children and their families. The team leader is an outstanding team leader and an excellent role model!"

"Yes, students are counseled periodically by supervisors and team leader. This team leader had developed very good communications with Medi-Corps students. The team leader has supervised the program for a number of years and knows the area. In addition, the team leader has good interpersonal skills and is well organized."

"Since most of the schools in this area had nurses, the role and function of the Medi-Corps students was limited to assist the nurse in first aid, some classroom presentations and translations.

This team leader has an effective low key approach in dealing with Medi-Corps students, regional migrant personnel, and school officials. The team leader has extensive educational training and educational work experience."

"This team leader demonstrates his counseling background and his interpersonal skills serve him well in implementing the Medi-Corps objectives in this region. He has established an excellent rapport with students and is able to work with the regional personnel in an effective way for migrant children."

"The supervisors were obviously more familiar with the expectations for the older program of Mini-Corps students but still were interested in and helpful to the Medi-Corps students. The team leader was able to help, explaining expectations and assessment of student performance."

"This team leader has a unique educational training as a physician's assistant and is familiar with the area. The team leader has been able to develop an exceptional summer program for the students in health education, social service delivery and clinical experience in community clinics. The team leader provides excellent career counseling to Medi-Corps students and is skillful in interpersonal relations."

Supervision Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	8	4	0	0

13.0 Assess appropriateness and quality of health services provided (e.g., participation in health screenings, inoculations, lab work, dental screening, etc.) Are health assistants properly supervised when performing health services? List all actual health services you observed.

External Evaluator Comments:

"The quality of health services provided was very good. The emphasis was on health teaching and prevention of illness. Two teaching presentations were observed: one on nutrition, one on dental hygiene. Both were excellent."

"Medi-Corps students did not carry out health services per se. Medi-Corps students provided support services such as translation and transportation for medical providers. However, Medi-Corps students organized an optometry clinic at the camps and provided support services for the dental van."

"I did not observe any health screening activities."

"The emphasis for the Medi-Corps students in this region was health teaching and prevention rather than health screenings or clinical experience and students did verbalize a wish for some clinical experience at the time visited. Migrant children certainly did benefit from the health teaching."

"The participation of Medi-Corps students in health screenings, inoculations, lab work and dental screenings is appropriate and of high quality. There were four health screenings provided by this group and I observed two of them. The Medi-Corps students organized and participated in the delivery of the health screenings with appropriate medical supervision. The health screenings were very well organized and the flow of patients was timely."

"Dental screening and dental treatment performed by members of the dental van team was observed. Medi-Corps students provided the supportive services necessary for this endeavor. Migrant children were being well served."

"Services rendered by Medi-Corps students were appropriate, both within legal limitations and contract obligations. These students were responsible and dedicated, seemed to make a positive impact on services to migrant children."

"I observed two screening clinics and the role and function of the Medi-Corps students was limited to translations."

"The Medi-Corps student experience could be enhanced by adding a clinical component, perhaps this occurred later. However, they were well prepared to do health teaching and did so, when possible. Felt that migrant children (an impressively large number of children) were well served."

"The team leader here has managed to add the clinical component to the Medi-Corps students' experience as well as the health teaching and migrant children and their families benefit from this arrangement."

"Many of the students are stationed in community clinics in the afternoons and function at different levels from receptionists to observers. The Medi-Corps students at the clinics are under the supervision of the doctor or clinic administrator.

Also, Medi-Corps students are well prepared to carry out health screenings and participate in the delivery of health services with appropriate supervision.

I observed a number of Medi-Corps students in clinics and in health screenings."

Health Services Summary Ratings:

Rating:	Excellent	Good	Fair	Needs Improvement
Number of Evaluators Rating:	5	5	2	0

14.0 CHECKLIST EVALUATION OF MEDI-CORPS STUDENTS
SUMMER 1980

5 Medi-Corps Team Leaders Rated the Performance of 63 Health Assistants by Percent:

ACTIVITIES	NUMBER	EXCELLENT	GOOD	FAIR	POOR	DID NOT OBSERVE
1. Understanding of migrant farmworkers and sensitivity to their needs.	63	46%	40%	13%	2%	
2. Help provided to the clinical and agencies staff in understanding the needs of farmworkers.	53	26%	57%	17%		
3. Effectiveness in providing actual Health Education instruction in Spanish as needed.	60	42%	47%	12%		
4. Effectiveness as an interpreter between clinic staff and Spanish-speaking migrants.	57	47%	44%	9%		
5. Effectiveness as a suitable role model for migrant families.	63	48%	41%	11%		
6. Demonstrated knowledge and abilities to perform technical and clinical skills in a laboratory or clinic setting.	50	52%	36%	12%		
7. Effectiveness in working with migrant parents and ability to secure helpful services for migrant families from public and private agencies.	56	43%	50%	7%		
8. Demonstrated ability to work cooperatively with other members of the clinical team (such as other paraprofessionals, administrators, teachers and nursing specialists) for the provision of appropriate programs for migrant farmworkers.	62	50%	35%	11%	3%	
9. Decorum.	63	40%	51%	0%		
10. Health and vitality.	63	49%	41%	8%	2%	
11. Personal appearance.	63	46%	46%	6%	2%	
12. Poise.	63	35%	57%	6%	2%	
13. Voice and speech.	63	43%	49%	8%		

CHECKLIST EVALUATION OF MEDI-CORPS STUDENTS - CONTINUED

ACTIVITIES	NUMBER	EXCELLENT	GOOD	FAIR	POOR	DID NOT OBSERVE
14. Judgement.	63	33%	55%	9%	1%	
15. Enthusiasm.	63	50%	33%	12%	3%	
16. Sense of humor.	62	37%	55%	8%		
17. Dependability.	63	49%	38%	8%	5%	
18. Originality.	62	39%	50%	8%	3%	
19. Personal integrity.	62	48%	42%	10%		
20. Respects attitudes and opinions of others.	63	52%	38%	6%	3%	
21. Works harmoniously with others.	63	51%	38%	8%	3%	
22. Accepts criticism and suggestions.	63	42%	48%	8%	2%	
23. Exhibits leadership potential.	63	40%	49%	8%	3%	
24. Ability to relate with migrant farmworkers; compatibility.	60	42%	50%	8%		
25. Ability to bring forth an awareness of Health programs to migrant farmworkers.	61	48%	39%	13%		
26. Interest and sincerity in providing ideas, opinions at Inter-Agency or Camp Council Meetings.	53	43%	49%	8%		
27. General knowledge of Health Education.	63	23%	67%	8%	2%	
28. Skill in lesson planning and organization.	63	27%	62%	10%	2%	
29. Knowledge and use of teaching methods related to Health Education.	63	25%	44%	27%	3%	
30. Oral and written expression in English.	63	27%	63%	8%	2%	
31. Oral and written expression in Spanish.	57	39%	47%	11%	4%	
32. Quality of presentation of health units for migrant pupils.	63	41%	43%	16%		

CHECKLIST EVALUATION OF MEDI-CORPS STUDENTS - CONTINUED

ACTIVITIES	NUMBER	EXCELLENT	GOOD	FAIR	POOR	DID NOT OBSERVE
33. Professional attitude in working with other clinical staff or teachers.	63	49%	37%	10%	5%	
34. Knowledge of and operation of media equipment.	61	25%	62%	13%		

35. I believe this person has the potential to become: (Check as many as apply) (N=63):

27% Medical Administrator

46% Medical Doctor

27% Dentist

36% Public Health Nurse

22% Nurse

29% Social Agency Worker

8% Other (Please specify)

5% Should consider another profession outside of health services.

36. The overall performance of this person was: (N=62):

45% Outstanding

39% Above Average

13% Average

3% Below Average

____ Inadequate

15.0 Migrant Pupils Served

Actual counts of identified migrant pupils served are reported by team leader:

MEDI-CORPS

Hector Betancourt	1,383 migrant pupils
Roberto Barrera	1,708 migrant pupils
Charles Garcia	2,284 migrant pupils
Juan Garza	4,135 migrant pupils
Norma Martinez	405 migrant pupils
Alfonso Espinoza	235 migrant pupils
	10,150 migrant pupils

Estimated percent and numbers of migrant pupils receiving services from California Medi-Corps, summer 1980. N=10,150 served (data extrapolated from random sample of 139).

MIGRANT PUPIL RECORD - CALIFORNIA MEDI-CORPS CODE	SERVICE	PERCENT OF MIGRANT PUPILS RECEIVING SERVICE	NUMBER OF MIGRANT PUPILS RECEIVING SERVICE
68020	CMEC-Family Health Instruction	0.072	731
68021	CMEC-Child Medical Referral	0.086	873
68022	CMEC-Child Dental Referral	0.108	1,096
68023	CMEC-Child Medical Screening	0.158	1,604
68024	CMEC-Child Dental Screening	0.144	1,462
68025	CMEC-Family Social Service Referral	0.022	223
68026	CMEC-Family Health Referral	0.014	142
68027	CMEC-Family Translation Service	0.101	1,025
68028	CMEC-Nutrition Health Ed Unit	0.403	4,090
68029	CMEC-Hygiene Health Ed Unit	0.302	3,065
68030	CMEC-Preventive Dental Health Ed Unit	0.511	5,187
68031	CMEC-Pesticide Health Ed Unit	0.065	660
68032	CMEC-HAP#1-Breathing Fitns Hlth Ed Unit	0.115	1,167

MIGRANT PUPIL RECORD - CALIFORNIA MEDI-CORPS CODE	SERVICE	PERCENT OF MIGRANT PUPILS RECEIVING SERVICE	NUMBER OF MIGRANT PUPILS RECEIVING SERVICE
68033	CMEC-HAP#1-Heart Fitns & Action Hlth Ed Unit	0.252	2,558
68034	CMEC-HAP#1-Sight & Sound Hlth Ed Unit	0.122	1,238
68035	CMEC-HAP#1-Action/Reaction Hlth Ed Unit	0.015	152
68036	CMEC-Ventura Goal#1-Care for Human Body Hlth Ed Un	0.094	954
68037	CMEC-Ventura Goal#2-Devlps Indiv Maturity Hlth Ed Un	0.029	294
68038	CMEC-Ventura Goal#3-Improvs Human Relatsps Hlth Ed Un	0.013	132
68039	CMEC-Ventura Goal#4-Devlps Hlth Role-Socty Hlth Ed Un	0.007	71
68040	CMEC-Ventura Goal#5-Recognize Health Crisis	0.179	1,817
169	CMEC-Medical Services (Total number of migrant pupils receiving one or more services.)		10,150

III. OVERALL SUMMARY STATEMENTS BY EXTERNAL EVALUATORS RECORDED VERBATIM:

"This group is highly motivated and committed to provide health education, social services and health services to the migrant and farmworker populations. All of the Medi-Corps students expressed a high level of satisfaction towards their summer experience.

Since this program is year round, linkages to community groups, social service agencies and health related agencies are already established. The continuity of Medi-Corps throughout the year facilitates planning and implementation of innovative approaches to the delivery of health and social services.

This program offers a comprehensive experience to the Medi-Corps students in education, social service and clinical experience. Also. the team leader's training as a physicians assistant has facilitated the development and implementation of a summer experience that is fruitful to the Medi-Corps student as well as to the migrant children and adults. This team leader motivates and counsels students on a number of career paths for health professions.

This program should serve as a model for other regions for the following reasons: First, the team leader has a medical background and understands migrant medical needs and Medi-Corps student needs. Secondly, the program offers a balanced trilateral experience through health education in schools, social services for migrant children and adults, and clinical experience in clinics.

Commendations: Highly valuable and balanced program; highly motivated and committed students; good bilingual abilities; team leader medical background and familiar with area; excellent class presentations; excellent relationship with schools, agencies and clinics.

Recommendations: Better bilingual curriculum be developed; have one inservice workshop early in the summer; notify schools earlier if they are to participate in the program; this program should be used as a model for other regions."

"An effective team leader. His technical expertise as a physician's assistant serves him well. The Medi-Corps students seemed to perceive him as supportive and an excellent resource person.

Overall, there was evidence of pre-planning and communication with the site supervisors. The exception was Santa Maria High School. Would suggest earlier and more structured communication as to expectations, objectives and intent of the program.

Team leader brings a personal warmth and enthusiasm for the program that is carried over to the students and elicits a high degree of receptiveness for the program from the community health agencies. This group of Medi-Corps students under the direction of the team leader made a positive impact on the health of migrant children, especially in terms of prevention of illness.

The site supervisors were impressed with the quality of health care teaching and the dedication of the Medi-Corps students."

"Team leader is a dedicated, organized and responsible team leader. He enjoys the respect of both students and Health Care personnel. The supervision of such a large geographic region is difficult, perhaps additional team leaders can be considered in the future. Equitable transportation arrangements need to be explored and implemented for future effectiveness. Audio/visual aids for teaching health content would be helpful.

The Medi-Corps students in this region provide a valued service as demonstrated by the request for more next year. This is perceived as a direct result of the team leader's ability to work with community personnel. His intelligent approach to supervision provides an excellent role model for Medi-Corps students and the migrant children they serve."

"All of the Medi-Corps students stated that the program was useful and needed in the area. Most students expressed a high level of satisfaction and some expressed frustration at not being able to participate in the delivery of health screening services. This group, however, is highly motivated and committed to deliver health services to the needy migrant and farmworker populations. Also, Medi-Corps students did an excellent job in classroom presentations.

This team leader has a big geographical area to cover. Consequently, it is difficult to have constant supervision in all of the places that students are at. This team leader had to spend a lot of time driving to be able to carry out his supervisorial duties. The team leader, however, provided efficient and effective leadership as well as supervision.

Commendations: Highly motivated and sensitive to migrant needs; excellent bilingual abilities; high professional attitude in dealing with migrant population and supervisors; excellent classroom presentations; good workshops; excellent cooperation among Medi-Corps students; good working relationship with migrant regional personnel.

Recommendations: Better bilingual health curriculum be developed; inservice contain more health related topics; negotiate agreement with regional migrant personnel in advance; expand the role of Medi-Corps students to include more of a clinical experience; incorporate career counseling related to dental, medical and public health schools; hire two team leaders or hire someone who is more centrally located to the area."

"Every Medi-Corps student expressed satisfaction with their summer experience, especially those students living at migrant camps. Since this region offered the longest summer program, some students from other regions joined this group after their programs had terminated. The transferred students invariably expressed a higher satisfaction in this region than their previous one.

This group is highly motivated and committed to provide health education and health services to the migrant population. Medi-Corps students living at the camps experienced a unique sensitization and reinforcement to their commitment of serving the migrant population and farmworkers as well. In addition, the leadership qualities of the team leader facilitated the delivery of social services and health services to the migrant population.

The foremost unique aspect of this region is the balanced experience that is offered to the Medi-Corps student: First, students live at the camps and provide social services and adult presentations to the camp residents in the evenings. Secondly, Medi-Corps students teach health education to migrant pupils in the daytime. Thirdly, and more importantly, Medi-Corps students organized clinical services in various settings and participated in the delivery of health and dental services. The clinical experience gained in the summer is the most sought after and appreciated by the future health professionals for rural and under-served areas of the state.

Commendations: Highly motivated and sensitive to migrant needs; excellent bilingual/bicultural abilities; high professional attitude in dealing with migrant population and supervisors; team leader experienced in Medi-Corps and skillful in interpersonal relationships; a very well developed and balanced program experience for Medi-Corps students; migrant regional personnel very cooperative, resourceful and sensitive to Medi-Corps program; excellent health presentations and good workshops.

Recommendations: This region should be used as a model for other programs; develop better bilingual/bicultural curriculum; inservice contain more health related curriculum; include career counseling for medical, dental and public health schools; have more than one set of teeth for dental presentations in the region; improve access to audio/visual equipment; migrant regional personnel to assist Medi-Corps students in documenting services by pulling identification numbers; dental van students should be bilingual; Medi-Corps students from this region requesting the same region next year should be given preference."

"The responsibilities of Medi-Corps students in this area were different in that they lived in the migrant camps and also functioned in the school system; consequently, they worked long hours working with both migrant children and also with migrant families. Audio/visual aides such as projectors, films, film strips, cassettes, etc. would be very helpful to maximize effectiveness in health teaching.

These students seemed highly motivated, demonstrated a high degree of creativity and resourcefulness in planning health teaching. There was obvious and mutual respect between team leader and students."

"This team leader has a large geographical area to supervise. It is to his credit that he is able to do it satisfactorily. Earlier pre-planning and administrative directives would be helpful to the team leader as to all of the team leaders.

Team leader's interpersonal skills serve him well and there was evidence of his organizational ability in placement of students in other experiences for serving migrant children when the original short term placement was finished."

Services to migrant children were the focus and Medi-Corps students appeared effective in their role."

"All the Medi-Corps students stated that the summer experience was valuable and useful for their career goals. There was a high degree of satisfaction among Medi-Corps students. There was, however, some frustration expressed by students that had previously been in the program in other regions. The experienced students performed the same functions as the new students and consequently felt that they were not gaining new experiences. Also, the experienced students as well as new students expressed a desire to be involved in more clinical related activities.

This group is highly motivated and committed to delivering health education, health care services and social services to the migrant population. The team leader knows the social and health resources available in the area and is instrumental in facilitating the delivery of services provided. Also, the team leader is experienced in supervising the Medi-Corps program and is an instructor in the area.

Commendations: Highly motivated and committed to the migrant populations; excellent bilingual ability; good cooperation and communication among Medi-Corps students; excellent presentations; health screenings very well organized; high professional attitude in dealing with supervisorial personnel and migrant population; good workshops.

Recommendations: Negotiate contract with migrant regional personnel at an earlier date; notify schools earlier on the number and function of students; improve bilingual curriculum; improve access to audio/visual equipment; have career counseling; schedule health screenings throughout the duration of the summer program; increase Medi-Corps students participation in dental van; experienced students should have options to regions."

"All of the students were satisfied with their experience in the Medi-Corps program.

The team leader carried out an excellent workshop and related well with Medi-Corps students.

The Medi-Corps students valued their experience very much and would like to be in the program next year. The emphasis, however, should not be so much on classroom presentations. There is a need to increase clinical activities. This region needs to incorporate a clinical component in its work plan.

ommendations: Highly sensitive to migrant needs; excellent bilingual/ cultural abilities; excellent workshops; team leader well organized; efficient weekly logs and efficient planning; cooperation among Medi-Corps students; excellent nutrition component.

Recommendations: Develop better bilingual curriculum; increase access to audio/visual equipment; inservice should contain more health related topics; include career counseling for dental, medical and public health schools; incorporate more of a clinical experience; increase student feedback through regional representatives."

"All of the students were satisfied with their experience at the migrant camps. The team leader provided good leadership in directing the students' energies. The coordination of activities was well organized by the team leader and consequently the outcome was a positive experience for the Medi-Corps students.

The Medi-Corps students valued their summer experience at the camps very much and would like to return next year to the same setting. The emphasis, however, should not be so much on classroom health presentations. There is a need to increase clinical activities. This region needs to incorporate a clinical approach to its work plan. The camps are a natural setting for instituting the health needs that are identified in the schools with the children by the Medi-Corps students.

The dental van was highly utilized by migrant pupils. Although there is a great demand for the dental van, a cost-benefit analysis should be conducted to find out if dental services can be provided more efficiently and effectively by contract with local clinics. The function of the students in regards to the dental van was in transportation and therefore did not provide a meaningful clinical related experience.

Commendations: Highly sensitive to migrant needs; excellent bilingual/bicultural abilities; excellent workshops; excellent classroom presentations; team leader very well organized; efficient weekly logs and effective planning; cooperation among Medi-Corps students excellent; good rapport with camp managers; extensive delivery of social services at camps; excellent nutrition component.

Recommendations: Develop better bilingual curriculum; increase access to audio/visual equipment; inservice should contain more health related material and topics; include career counseling for medical schools, dental and public health schools; increase clinical participation in the dental van; incorporate more of a clinical experience; increase student feedback through the regional representatives."